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servations and inferences either by drawings or models, or in the clearest and most cogent language. The results obtained are highly gratifying. In the progress of the pupils from year to year one can see the gradual and steady increase in strength of mastery, in independence of thought and in the power of effective expression and clear representation.

The work in English Literature is placed, so far as possible, upon the basis of the pupil's individual thought. No author is studied merely with a view to the ascertaining of what his style is, what were the facts of his life or what particular school of thought he contributed to develop, but with the constant aim to enable the pupil to make the thought of the author become, so far as it is worthy of such adoption, his own possession; to assimilate the ideas and to absorb the excellences of style and of diction; these materials he is immediately to utilize by a healthy exercise and display of these very qualities in practical composition work.

From the very beginning the pupil is taught to take in hand the subject, simple at first and *gradatim* more complex, for the purpose of expressing in clear and forcible language, with due regard to arrangement and subordination, the ideas that he derives from observation. Constant and scrupulous care is exercised to prevent the tolerance of any habits of inaccuracy or carelessness in expression or in thought. In the use of English in every department of school work, whether the expression of the thought is oral or written, it is insisted that there shall be, first, vigor of thought, secondly, good sentence structure in oral speech, thirdly, correct pronunciation and clearness of articulation and, in written discourse, correct spelling and respectable penmanship.

In all these methods the one grand object in view is the training of men and women for the activities of life—the development of citizens who shall be prepared, when they enter upon the active world, to mingle with men and do well their part in promoting the advancement of the race. It is, therefore, properly a part of the system that pupils are trained to the utmost possible self-reliance in conduct as well as in thought, that the discipline, so far as practicable, is that of self-discipline in order to the establishment of a firm ground-work of moral character.

FOREIGN NOTES

BRITISH CONSERVATISM IN SECONDARY TEACHING

The Evening Post, (New York,) Oct. 7, 1895

A year ago we published some of the results of the work of the Oxford and Cambridge School Examination Board for the year 1894, calling attention to the evidence borne by them as to the conservatism of secondary education in Great Britain in respect to the teaching of the natural sciences. The tables for the present year show a still stronger preference for classical studies, for, though the number of candidates for certificates has increased by two hundred, those presenting the natural sciences are less in proportion than in the previous year. Two-thirds present Latin and more than a half

Greek, but only one in eleven a branch of natural science. The subjects having the highest number of examinees were elementary mathematics, Scripture knowledge, history, Latin, French, and Greek. Eighty-two boys' and fifty girls' schools were represented.

WOMEN AT THE GERMAN UNIVERSITIES

Evening Post, (New York,) Oct. 14, 1895

In the autumn of 1893 application was made for admission as matriculated students to the University of Göttingen by three young ladies, two of whom were American and one English. The former were graduates of an American college, and the latter had passed her examination in mathematics at Girton College in Cambridge, England. All three wished to study mathematics and physics. Serious objections from various sources were urged against the granting of this request; fortunately, however, it was favored by the professors directly concerned, who laid scientific papers written by the applicants before the Minister of Public Instruction, and finally succeeded in obtaining permission for them to attend lectures as "Hospitanten," or guest-wise, but they were not recognized as candidates for degrees. In the summer semester of 1894 there were twelve, in the winter semester of 1894-'95 fifteen, and in the summer semester of 1895, just closed, twenty ladies regularly attending the lectures; of these twenty, one also passed her examination and received the doctor's degree. This is the first instance of the kind in the annals of the University of Göttingen; for although Dorothea Schlözer passed a brilliant examination on September 17, 1787, in the seventeenth year of her age, and was declared by the faculty to be eminently worthy of a doctorate, she was not publicly "promoted" or graduated, and no diploma was conferred upon her. Women who wish to be admitted to an examination for a degree in the University of Göttingen must now have gone through a *triennium academicum*, or three years' course of study, either in a German university or in one of equal rank; the last semester must, in all cases, have been passed at a German university. Each one must also hand in a dissertation of scientific value, and sustain a satisfactory oral examination in her chief department, and in two secondary departments of study. The medical faculty still refuses to admit women either as students or hearers.

CHAUTAUQUA

Journal of Education, (London,) October, 1895

Chautauqua came of age this summer, and Professor Cook, of Yale University, has seized the occasion to give us a full account of its aims and influence. The place itself and the summer meetings are known, by name at least, to most English teachers, and they were recently described by Dr. Fitch in the *Nineteenth Century*. The other two agencies of which Chautauqua is the headquarters are not so familiar. These are the Literary and Scientific Circle, and the College of Liberal Arts (Correspondence Department). The former is a reading union which lays down a course for four

years. Since it was started in 1878 the total enrolment of members has nearly reached a quarter of a million. It has readers in every quarter of the globe, in Korea and Japan, in Mexico and the Hawaiian Islands. The prison circles add a considerable contingent. The members are mostly men and women of middle age. Diplomas are awarded to those who complete the course, but examinations are optional. The Correspondence College has been founded only two years, and has not developed in like proportions. The average enrolment of members has been two hundred and fifty a year. It is conducted mainly by university professors.

Professor Cook defines the Chautauqua idea as "an attempt to elevate, enrich, and inspire the individual life in its entirety." The definition strikes us as somewhat shadowy and too general. The success of the movement seems to us to be traceable to the realization of two very simple truths, the one embodied in the proverb, "No one is too old to learn," the other in the one word "coöperation." There are endless men and women who deplore their ignorance, and are sincerely anxious to improve themselves, but lack the mental energy to initiate for themselves a course of study. They crave for a pedagogue to lead them to school. Tell them what to read and they will read it, and, illogical as it may seem, the consciousness that thousands of other students like themselves are engaged in the same course of study is of itself a stimulus and incentive to learning. These are the principles on which Mr. John H. Vincent, the founder and maker of Chautauqua, has organized this world-famous institution.

SUPERANNUATION IN IRELAND

Journal of Education, (London,) October, 1895

The report of the Committee appointed by the Treasury to consider the question of the desirability of a fixed age for the compulsory retirement of professors serving under the Crown has been published. The members of the Committee were Lords Playfair and Welby and Sir Matthew White Ridley.

They give it as their opinion, after taking a large mass of evidence bearing on the point, that the limitations of age applied by the Order in Council to civil servants do not extend to presidents and professors of colleges. They consider the occupation of such persons is less likely to render them inefficient at the age of sixty-five than is the case with ordinary civil servants. They notice that the Queen's Colleges in Ireland are in a peculiar position, inasmuch as they derive their endowment mainly from the Consolidated Fund, and are consequently in close connexion with the executive Government. The professors are appointed by the Crown, and can be dismissed by the Crown at any time, if they become inefficient. The colleges, also, are governed by statutes proceeding from the Crown. The Committee recommend that some fixed rules should be framed for the superannuation of presidents and professors, by college statutes, and not by an Order in Council; and they suggest that professors becoming inefficient should be superannuated at sixty-five, and all professors at seventy; that presidents should retire

at seventy, except in special cases, in which they may be retained to seventy-five.

The Committee point out that the inefficiency of the services rendered is not the only evil involved, but that the exclusion of younger men from work they could more usefully do than aged professors is a loss no less to the students than to such younger men in academic life. They also suggest that where the professor has not been appointed till middle life seven years of service might be added in calculating his superannuation pension. What satisfaction would be felt within and without the walls of Trinity College, Dublin, if the recommendations of the Committee could be extended to that institution, and at once practically applied! Perhaps the Government may be induced to appoint a Commission to inquire into the present condition of Trinity College.

CONTINUATION SCHOOLS

The Educational Times, (London,) October, 1895

The fourteenth session of the evening continuation schools, which were established by the London School Board in 1882, opened on the third Monday of September. The number of pupils of both sexes receiving instruction and paying fees in these schools has reached the grand total of fifty thousand.

The subjects of instruction include commercial subjects such as book-keeping, arithmetic, shorthand, and French; general subjects such as English grammar, history, and literature, and English citizenship, geography, &c.; science subjects, embracing practical, plane, and solid geometry, machine construction and drawing, steam, building construction, magnetism and electricity, theoretical and practical chemistry, theoretical and applied mechanics, mathematics, hygiene, human physiology, and art—including freehand and model, and light and shade drawing, shading from the cast, shading from models, principles of ornament, &c. There are special classes in practical cookery, dress-cutting, and laundry-work for women and girls, whilst for men and boys there are classes in wood-work. To make the schools more useful and interesting, vocal music, physical exercises, (including drill and swimming), are taught, and the lantern is used in many schools to illustrate geography, history, &c. Students are prepared for the examinations of the Science and Art Department, Civil Service, Society of Arts, &c., and prizes and certificates are awarded. The fee is, as a rule, 3d. a week for any number of subjects, and in some districts a lower fee is charged.

SECONDARY EDUCATION IN ENGLAND

The Journal of Education, (London,) October, 1895

We had thought the present chaotic condition of secondary education, and the consequent friction, overlapping, and waste of power, were now thoroughly realized, and that legislation would follow pretty closely on the heels of the Royal Commissioners' Report. The *Times*, however, thinks differ-

ently, and asserts that the organization of secondary education is not likely to come within the range of practical politics while the large questions affecting elementary education are still unsettled. The same article goes on to give a somewhat elaborate analysis of the Schools Inquiry Commissioners' Report of 1868, "which is as applicable to educational legislation to-day as it was twenty-seven years ago." But surely the *Times* is unduly pessimistic or a little backward in knowledge. Some of the suggestions of this Commission have been already acted upon, and therefore fall out. Some have been shown by later developments to be unpractical. Things move slowly in England, but certainly secondary education has not stood still during the last twenty years. Witness the reorganization of country grammar schools, the large number of municipal intermediate and technical schools, the establishment of girls' high schools, and the general quickening of educational interest throughout the country.

The report of 1868 was an authoritative document, and has doubtless had full weight with the present Commission. But the problem to be solved to-day is not in all points similar to that which faced the Inquiry Commission. There are County Councils to be reckoned with, with their wider powers and large resources. There is the new factor of higher-grade Board schools competing with the lower secondary schools, endowed or private. And, above all, there is a change in the general attitude of the nation towards education. Thirty years ago education chiefly meant a certain literary culture, or at least an attempt at such. This, we still hold, is the highest form of education to be got from books. But we must face the fact that parents (England is a commercial country) are crying out for something more practical. Agriculture is in a parlous state. The scientists declare that farmers do not make proper use of new scientific knowledge. Hence agricultural schools are colleges for intending farmers. Foreign competition is affecting trade. Hence the cry for technical and technological instruction. It may not be noble, but it is a fact. The Report of the present Commission is a stage, and a considerable stage, in advance of the Recommendations of 1868.

THE INDIVIDUALITY OF PUPILS

Central-Organ für die Interessen des Realschulwesens, July 2, 1895

At the session of the Leipzig Pedagogical Society, October 20, 1894, Director Mittenzwey spoke on the fostering of individuality by the school. Beginning with the statement that the present endeavor was to do away with all differences and peculiarities, whereas not only nature in her forms displays the greatest diversity, but also in the human race, in the case of individuals, as well as in the case of whole races, differences likewise exist, the speaker characterized the German method, which maintains the right of individuality, just as also the Reformation, the greatest and most exalted achievement of the German people, had its strong roots in the endeavor to restore the individual mind to its native rights. Individualisation is not only a national, but also in general a human concern, because the very nature of every individual from birth is distinct in respect both of body and soul. If it is preëminently the mission of the family to do justice to the

individuality of the child, the school also, which represents the household and continues its work, is in duty bound to labor for the fulfilment of this all important task, inasmuch as it has for its object not only the instruction, but also the education of the child. For this reason schoolmasters of all periods have considered indispensable a profound study of human nature, combined with observation of the peculiarities of the pupil. Individualisation, however, has its limits, for the child must needs be early accustomed to regard itself a rising member of a well organized whole, and, therefore, to learn moderation in its demands. In order that the school may put in the proper relation the rights and duty of individuality, it should grant to the individual a definite measure of freedom, although this should involve no slight increase of labor on the part of the teaching force. Hindrances in the way of observing the peculiarities of the pupil are the overcrowding of classes, school buildings that are too large, and the system of special teachers. The study of child nature should not be satisfied with brief observations, but must be prosecuted as long as possible. Country teachers have in this matter an advantage over city teachers. To the so-called continuation system (*Durchführungssystem*) by which a teacher keeps a class during the entire period of its school life, there are manifold objections. Under the prevailing class system not only the marks of the pupils should be transmitted to the succeeding teacher, but he should also receive a description of the pupils' peculiarities,—that is, the record of the observations of preceding teachers. Such observations should extend to matters concerning the pupil's health, to all the phenomena of his mental life, to his relations with his parents, teachers, and fellows; also to his home relations, etc. Ziller proposes eight classes of observations; Stoy has a different classification. The material of these records is to be derived from observation of the pupil's conduct in school, on his way to or from school, on his walks, upon the playground, etc. The picture can be complete only when the teacher maintains sympathetic relations with the home life; in many small cities, therefore, the schools have organized so-called parents' evenings. These character studies are of great value, not only for succeeding teachers, but also for the observer himself; they afford information for replying to the inquiries of parents, for the giving of testimonials, for depositions at court, and for advice with reference to the choice of a calling. The pedagogical insight and the psychological judgments of the observer are trained and sharpened; they promote active co-operation on the part of the whole teaching force. After the speaker had discussed the external form of the character sketches, he concluded with the words of Schiller:

Keiner sei gleich dem Andern, doch gleich sei Jeder dem Höchsten!
Wie das zu machen? Es sei Jeder vollendet in sich.*

There followed this address, a long and lively discussion, in which reference was made to the difficulty of defining exactly the idea of individuality—the speaker had used it in the sense of the sum total of the natural peculiarities of the individual whereby he is distinguished from all other individuals—inasmuch as what is individual might easily be confused with what is personal. Emphasis was laid upon the fact that the common schools might presently have to make the general type specially prominent and train the children with regard to the ethical-religious ideal in a uniform way, and yet in instruction and training regard should be paid to the peculiarities of the children in order that, as the speaker desired, care for the individual should become a genuine care for the soul. The institution of parents' evenings in large cities could not be recommended, and there were also objections to having the character sketches of pupils pass from hand to hand; but it was, however, very desirable that the succeeding teacher should be informed on all important antecedents of the pupil.

(Leipz. Tageblatt u. Anzeiger Nr. 550.)